

Highlights of the new ...

Maryland School Progress Index (SPI)

What is the School Progress Index (SPI)?

The **School Progress Index (SPI)** is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce in half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually.

The new system has very high expectations for students and schools, but it is set against targets that are very rigorous, yet more attainable and achievable for schools. In addition to achievement and growth, it focuses strongly on new measures of a school's ability to close gaps between its highest performing student groups and its lowest and for high schools to graduate students on time College- and Career-Ready.

The School Progress Index evaluates schools on Indicators of Achievement, Growth, and Gap Reduction for elementary and middle schools; and Achievement, Gap Reduction, and College- and Career-Readiness for high schools and then groups schools for Intervention, Support, and Recognition depending on their progress. The scale starts at 0 for which a 1.0 value means meeting the target. The SPI is compensatory so that a low value on one Indicator can be balanced by a high value on another Indicator.

Why is Maryland adopting this new accountability system?

In the prior accountability system, which included Adequate Yearly Progress, the Maryland State Department of Education (MSDE) published annual targets for schools and, under the United States Department of Education (USDE), guidelines pronounced schools “failing” when one content measure fell short. The new School Progress Index sets more realistic and achievable goals and provides a much more in-depth view of the strengths and challenges of a particular school. With this comprehensive data, school leaders can provide targeted resources and interventions to overcome a particular weakness. In other cases, they can recognize schools that are reaching their targets.



Achievement Indicator *(Elementary, Middle, High School)*

The **Achievement Indicator** represents the skills and knowledge students have acquired. It indicates the school's performance for “all students” on the Maryland School Assessment (MSA), Mod-MSA, Alt-MSA, and the High School Assessment (HSA) in meeting Mathematics, English/Language Arts, and Science proficient and advanced levels relative to the school's targets.

Student Growth Indicator *(Elementary, Middle)*

The **Student Growth Indicator** represents a student's progress from one year to the next. It indicates the growth of all students within an elementary or middle school for the following measures:

- Mathematics Proficiency (Mathematics MSA)
- English/Language Arts Proficiency (Reading MSA)

Gap Reduction Indicator *(Elementary, Middle, High School)*

The **Gap Reduction Indicator** represents a decrease in the difference between the highest-achieving subgroup and the lowest-achieving subgroup within the following measured areas:

- Mathematics Proficiency (Mathematics MSA, Algebra/Data Analysis HSA)
- English/Language Arts Proficiency (Reading MSA, English HSA)
- Science Proficiency (Science MSA, Biology HSA)
- Five-Year Adjusted Cohort Graduation Rate (*high school measure only*)
- Four-Year Adjusted Cohort Dropout Rate (*high school measure only*)

★ College- and Career-Readiness Indicator (High School)

The **College- and Career-Readiness Indicator** represents a combination of measures that ensure students are prepared for the future upon graduation. College- and Career-Readiness consists of the 5-Year Adjusted Cohort Graduation Rate and College and Career Preparation (CCP). CCP is a measurement of a student's success in one of the following areas: Advanced Placement (AP) or International Baccalaureate (IB); Career and Technology Education (CTE) Concentrators; or Enrollment in College. Students who have exited high school with a Maryland State High School Diploma are counted as being successful for CCP when the student achieves at least one of the following:

- AP or IB: Earned a score of 3 or greater on an AP exam OR a score of 4 or greater on an IB exam;
- CTE Concentrators: Attained advanced standing (enrolled in the third course of the program) in a State-approved Career and Technology Education program of study; or
- Enrolled in College: Subsequently entered a post-secondary institution (2-year, 4-year, or technical school) within 16 months of high school graduation.

★ Once a School Progress Index score is calculated for a school, how is it used?

Each school will receive a score on each of the Indicators and the overall SPI. This data will ensure an in-depth look at the school — where it is strong and areas that may need improvement. This information will be used to group schools in one of five “Strands.” Strands are designed to categorize schools to provide them with **Support, Intervention, and Recognition**. These Strands are designed to help the school leaders gain a better understanding of how the school is progressing towards its goals and to better direct resources and support to the school.

★ What assistance will be provided to schools based on SPI, Indicators, and Strands?

The Indicator information, overall SPI score, and Strand taken together help school leaders focus their attention on those areas of greatest need. School systems will focus their attention on performance using the instructional tools they have used in the past, but they will now be armed with individual student progress and growth data and have new vantage points for following students year to year. In some cases, the solutions will involve instructional changes within the school. The new accountability system narrows the use of the most intensive school improvement processes to only the most problematic schools. Consequently, limited resources are more accurately focused on the greatest challenges, and communities and schools can rally around them.

Strand	Maryland State Department of Education (MSDE) and Local Education Agency (LEA)
1	The school will identify the professional development and training that can lead to additional improvement in achievement. The LEA may provide this resource or the school can seek training beyond their on LEA.
2	It is expected that the LEA will assure that lower-performing subgroups and other particular needs the school may have (specifically in the Indicator that was missed) are addressed in the School Improvement Plan (SIP)/School Performance Plan (SPP). Title I schools that fail to make the AMO in Mathematics or Reading will be eligible to apply for 1003(a) School Improvement Grant (SIG) funds.
3	The school will develop a School Improvement Plan (SIP)/School Performance Plan (SPP) that will address the specific Indicators that are missed. Progress on improvement of the Indicators will be monitored by the LEA. Title I schools that fail to make the AMO in Mathematics or Reading will be eligible to apply for 1003(a) School Improvement Grant (SIG) funds.
4	The LEA will examine the existing supports in the school to determine the effectiveness of the current path for increased progress and monitor necessary changes to address all instruction as well as those ancillary supports, like classroom management training, that can prevent other problems from interfering with instruction. Title I schools that fail to make the AMO in Mathematics or Reading will be eligible to apply for 1003(a) School Improvement Grant (SIG) funds.
5	The LEA will provide intensive, sustained support and technical assistance through onsite monitoring for the school. It may include, but is not limited to, examining existing supports, curriculum, instruction, assessment, professional development with accountability, school culture and climate, family and community support, organizational structure and resources, and comprehensive and effective planning. Title I schools that fail to make the AMO in Mathematics or Reading will be eligible to apply for 1003(a) School Improvement Grant (SIG) funds.

- The School Progress Index measures the *progress* schools are making; this includes, but is not limited to *performance*.
- *Student proficiency* is still measured annually. Each school is measured *against its own progress*.
- The SPI uses *multiple measures*.
- *Subgroup performance* is targeted for improvement.
- The SPI looks for *continuous improvement*.
- Strands are used to provide *Support, Intervention, and Recognition* to schools.

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Visit MdReportCard.org for school and system SPI data.

Visit MarylandPublicSchools.org for additional SPI materials.